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ABSTRACT

The process and concept of social control provide the organizing element around which this unit's activities are centered. In developing the activities, the authors have chosen situations which would help bring the process of social control to the child's consciousness. In teaching this unit, the teacher should realize the tripartite emphasis upon the process, affective, and substantive dimensions. The process dimension concerns itself with the development of mental abilities such as observing, identifying, collecting, and evaluating data. The affective dimension considers the internationalization of favorable attitudes toward self, immediate others, and differing races and cultures. The substantive dimension addresses itself to developing a consciousness of social control present in formal and informal relations and mechanisms. Essentially, the teaching act exists as a meld of the three processes. The seventeen lessons provided follow this format: 1) a behaviorly stated objective; 2) suggested materials; 3) teaching procedures; and, 4) occasionally an additional note to teachers. The complementary units in this series are: SO 001 639 through SO 001 643. (Author/AWW)

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Practical Paper No. 37

# A UNIT ON SOCIAL CONTROL FOR THREE- AND FOUR-YEAR-OLDS

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June, 1970

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# A UNIT ON SOCIAL CONTROL FOR THREE-AND FOUR-YEAR-OLDS

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# INTRODUCTION

The process and concept of social control provide the organizing element around which the unit activities are centered. In developing the activities, the authors have chosen situations which would help bring the process of social control to the child's consciousness.

The choice of social control as the central thrust of the unit rests upon several factors. Every society, culture, nation, or group of nations exist with order and the mechanisms through which order perpetuates itself. Granted, the constant flux of social relationships makes any system transient in structure, but within flux and transience man exerts a tenuous commitment to order through formal and informal means. Therefore, the means and ends of social control occupy the child's attention within the unit.

In teaching the unit, the teacher should realize the tripartite emphasis upon the process, affective, and substantive dimensions. The process dimension concerns itself with the development of mental abilities such as observing, identifying, collecting, and evaluating data. The affective dimension considers the internalization of favorable attitudes toward self, immediate others, and differing races and cultures. The substantive dimension addresses itself to developing a consciousness of social control present in formal and informal relationships and mechanisms. Essentially, the teaching act exists as a meld of the three processes.

These activities complement activities from three other units in this series: Change, Interdependence and Socialization. The teacher should remain alert to the numerous interfaces of the four concepts as he develops the learning activities with the child.

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Lesson 1:

Objective: Through discussion, role play and observation, the child will note that rules are necessary for order and safety.

Materials: Munro Leaf, Safety Can Be Fun, Philadelphia, Pa., Lippincott, 1961

Procedure: 1. Role Play:

a. Demonstrate what happens if a child does not look where he is going. Try to look at a book and walk. What happens? Walk backward or with blindfolded eyes. Follow with discussion which establishes reason for rule: If a child does not observe where he is going he may hurt himself or his friends.

b. Pick up toys: A toy is on floor area where it should not be. Through role playing, demonstrate what could happen if a child bumps into or stumbles over it.

c. Walk instead of run in classroom! Introduce the game Still Water. Children move around room at teacher's command of walk, run, jump, leap. At the command "Still Water," everyone stops moving and waits quietly until next direction is given. While playing the game, observe that it is easy to slow down and stop while walking, but it is difficult and takes longer to stop when running. After the game, establish the safety reasons why it is necessary to walk instead of run in classroom.

d. Go in the same direction during rhythmic activities. During the rhythmic activities children run, skip, or march in the same direction. Notice that if this rule is not observed, a "wreck" can result.

2. After playing on the playground, discuss with the children the following rules:

a. Stay away from swings and slides.
b. Stay where the teacher expects you to be.
c. Run where there is plenty of room.
d. Stay out of the way of bigger children who are playing games.
e. Play in a safe area away from the street.

3. Read Safety Can Be Fun by Munro Leaf and discuss the need for safety rules.

Note to Teachers: In many of the procedures for these lessons it is suggested that you divide the class into groups of six or less. Such a procedure assumes the presence of a teacher aide. If an aide is not available, the lessons may be conducted with the entire class.

Lesson 2:

Objective: Given appropriate occurrences, the child will observe in discussion that rules must be followed.

Materials: None

Procedure: At times during the school day when children ignore the rules, it becomes necessary for an authority to review the rules. Use the following questions:

1. Are you allowed to run in the classroom?
2. Why do you obey the rule most of the time?
3. Can anyone make you obey the rule?

Lesson 3:

Objective: Through discussion and demonstration, the child will observe that, by walking on the right hand side of the hall, he conforms to a convention which is necessary to prevent confusion.

Materials: None

Procedure: At a convenient time take the children down the hall to another room. Use the following questions:

1. On which side of the hall do we usually walk?
2. Why do we usually walk on this side?
3. What would happen if we didn't usually walk on this side?

Divide the children so that they are spread across the hall in two lines facing each other. Have them walk toward each other. Use the following questions:

1. What happened when you walked toward each other?
2. Why did you run into each other?
3. Which was the easiest way to walk in the hall?

Lesson 4:

Objective: Given an introduction to the kitchen facilities, the child will observe and state that it is necessary that all go one way through the serving line in order to avoid confusion.

Materials: Opaque projector, tracing paper, crayons or magic markers

Procedure: In groups of six or less, take the children to the lunchroom. Have the children line up and take them through the serving line asking them to identify trays, utensils, food preparations, and help. Give each child a tray, knife, fork, and a spoon while walking through the line. Make this the substitution for the regular snack break, having one of the kitchen workers place the milk and cookie on the trays. After going through the line, have the children eat their snack at the table. When finished, have each child return the tray to the proper place. Upon leaving, walk through the serving line again. Use the following questions:

1. Which door do we go through when we go to get food?
2. What would happen if some people came in the wrong way?
3. Would everyone be able to get their food?
4. Would the line move as it should?
5. Why is it important to establish a certain way of doing something like this?
6. If nobody knew the right thing to do, would everyone get their food?

Upon returning to the classroom, a supplementary activity should consist of mapping the lunchroom including entrances, tables, and serving line. Review with the children the system used to get one's food. Use an opaque overhead projector to project a large outline of the room onto a blackboard or large surface of paper. Trace the outline, and fill in details with class help.

Lesson 5:

Objective: Given the picture on pages 58 and 59 of Families and Their Needs, the child will observe and state that the supermarket has check-out lanes to allow people to pay for food in an easy manner.

Materials: Edna Anderson, Families and Their Needs, Morristown, N. J., Silver Burdett, 1966, pages 58-59; opaque projector

Procedure: In groups of six or less, focus the children's attention on the photograph of the supermarket. Use the opaque projector to enlarge the photograph. Use the following questions:

1. What does this photograph show?
2. Why are the people standing in line?
3. Do they have to stand in line?
4. Do the people in the picture seem to know that they should be in line?
5. What would happen to a person who didn't join the line?
6. Why doesn't everybody try to go in the same direction?

Reinforce the idea that people know there is a way in which they must act and that there is a way to control behavior.

As a supplementary activity, write a note to parents asking them to write down the name of the grocery store where they shop and give it to the child so that he may tell the class. Have a map of Jonesboro on the bulletin board and mark off the location of the various stores.

Lesson 6:

Objective: Given a photograph of a group of people in a community, the child will observe and state that people don't get confused because they know the correct side of the street on which to walk.

Materials: Edna Anderson, People Use the Earth, Morristown, N. J., Silver Burdett, 1966, page 98; opaque projector

Procedure: Divide the class into groups of six or less. Direct the children's attention to the photograph on page 98 of People Use the Earth using the opaque projector to enlarge the picture.

1. From where do you think this picture was taken?
2. Is it a city just like Jonesboro?
3. Why don't the people get mixed up and run into each other?
4. On which side of the sidewalk are the people walking as they face us?

5. On which side of the sidewalk are the people walking as they go away from us?
6. If everyone didn't know the side to walk on, what would happen?

This picture provides an example of informal means of social control. The idea of police control or direction should not be used with this picture.

Lesson 7:

Objective: Through games, stories, or rhythmic activities, the child will observe and state the necessity to listen and respond to directions.

Materials: Record: Ella Jenkins, Call and Response, Childcraft, Chicago, Ill.

Procedure: Game, May I? The teacher gives a verbal command, "Sally, take a giant step." Sally answers, "May I?" The teacher responds, "Yes, you may." Children continue answering and responding to the action suggested until they get to the opposite side of the play area. If a child forgets to ask, "May I?," he has to return to the starting area.

During the activity play period, vary the game by having small groups of children follow verbal directions. Teacher could command, "Jack, go find the green book on the library table." Jack answers, "May I?" As the children continue to play, make directions more difficult.

Game: Simon Says, the leader gives a command prefaced with "Simon says." The commands preceded by "Simon says" are to be obeyed. Those not prefaced by "Simon says," are to be ignored. The pupil who excels in obeying when he should, and who ignores the commands not prefaced by "Simon says" wins the game and becomes the captain.

Play the record: Call and Response, and discuss enjoyment of playing games when everyone listened and followed directions. Can you think of other times when it is important for all to listen? Summarize such things as:

1. Listening to stories
2. Listening when teacher gives directions for class routines
3. Listening to directions in singing games

Lesson 8:

Objective: Given the experience of a fire drill, the child will observe and state the importance of responding to directions, walking in lines, and responding to control signals.

Fire Drill: Explain that the school has a signal which is sounded to tell us that all must leave the building. Clarify that today there is no fire but that we must practice so that everyone learns to respond in case a fire did occur. For the first fire drill, station children outside the classroom before the fire drill signal sounds. Have them observe the older children leaving the building quickly, quietly, and in lines as soon as the signal is heard. As they wait for other classes to file out, review the observations made of actions of older children. Stress each time that this is just a practice, not a real fire. After the experience, let children dramatize the fire drill, and talk about the experience. Emphasize the necessity for obeying the rules (walking in line, etc.).

Lesson 9:

Objective: Using toy cars on the floor, the child will observe and state that mutual expectations help to prevent accidents.

Materials: Plastic cars, symbols or models for buildings, tape for marking streets

Procedure: Prepare a layout of streets or highways using masking tape or ribbon. Use blocks or model buildings to add reality. Allow the children to play with the cars on the floor. In groups of six or less, have the children discuss how two cars going in opposite directions can keep from crashing. Conduct the activity around the floor model. Put the cars at opposite ends of the streets, and ask two children to drive the cars to the other end. As the cars approach each other, ask the following questions:

1. On which side of the road should the cars be?
2. What will happen if they are both on the same side of the road?
3. Why do we all have to know which side of the street to ride on?
4. Do your mothers and fathers always drive on the correct (right) side of the road?

Lesson 10:

Objective: Given a photograph of downtown traffic, the child will observe and state that cars move on a specific side of the street and that the stop light controls traffic.

Materials: Edna Anderson, Communities and Their Needs, Morristown, N. J., Silver Burdett, page 85; opaque projector, appropriate material for construction of signs and displays

Procedure: In groups of six or less, direct the children's attention to the photograph on page 85 of Communities and Their Needs. Use the opaque projector to show a larger image. The following questions could be relevant:

1. Why do all cars and trucks stay on one side of the street?
2. What is the yellow line for?
3. What are white dashed lines for?
4. What is it that tells the cars when to stop and go?
5. What does the green light mean?
6. What would happen if there weren't any stop signs?
7. What would happen if people didn't know which side of the street to drive on?

Extensions: Traffic signs and cars: Use scraps of wood, small jewelry boxes, cereal boxes, spools, wheels cut with jig saw, and tops of ice cream cups. Each child can create his own vehicle and paint or color it by himself. Adult help will be necessary for fastening the wheels onto the frame. Mimeograph traffic signs on heavy paper and precut for younger children. Staple signs to paste sticks and then place the stick in a piece of clay. Use miniature signs and vehicles on a mat with lines drawn to represent roads.

Map Display: Place a large sheet of paper on bulletin board. With children as helpers, draw lines to represent roads and railroad tracks. Place traffic signs in appropriate places on map. Draw a policeman and place him at an intersection on map. Houses, schools, cars, trucks and trains may be drawn, cut from magazines, or drawn and painted by the children, then cut out and placed on map display.

Invite children from other classrooms to view the map. Children who helped to make the map should take turns explaining about the signs and duties of policeman.

Ride-In-Boxes: Cut top and bottom out of cardboard boxes. Paint exterior with bright tempera paint. Some pupils will want to add details such as headlights and doors. Make cloth straps to fit over the child's shoulders and hold the box at about waist level. Use boxes for outdoor traffic play, rhythmic activities, and stop-and-go games.

Lesson 11:

Objective: Through dramatic play, the child will demonstrate the need for rules and social control mechanisms.

Materials: Carla Green, What Do They Do? Policeman and Fireman, New York, N. Y., Harper & Row, 1962; Lois Lenski, Policeman Small, New York, N. Y., Walck, 1962; construction paper, paste sticks, paste

Procedure: Read the stories What Do They Do and Policeman Small. The following questions may be employed:

1. How do cars (drivers) know when to stop?
2. How do children (boys and girls) know when it's safe to cross the street?
3. Name some people who help you follow safety rules.
4. What are some school safety rules?
5. What are some safety rules at home?

Story Follow Up

1. Activity: Pretend you are a father driving to work. What would you do if you saw this sign? (Hold up a red stop sign.) Continue asking children to identify other signs. Ask what would happen if a driver did not follow the safety signs.

   On a table in front of children, place a paper marked with diagonal lines which intersect. Place two miniature cars in position so that, when pushed, they will meet at an intersection. Place miniature stop signs at appropriate places. Demonstrate what would happen if signs were not there.

2. Game: Stop and Go. Review the meaning of stop and go signs. Children stand on edge of rug or on lines drawn with chalk. Define one section as the intersection. At one side of intersection the policeman stands facing the children. As music is played, he holds up a green sign and other children pretend to drive cars. When music stops, the policeman holds up red signs and children quickly stop. Any child who stops in the intersection must sit down and watch for a short time.

Lesson 12:

Objective: Given appropriate symbols and toys, the child will observe and state the need for traffic signs and rules.

Materials: Six inch paper plates, tongue depresser, crayons, dowel rods

Procedure: If commercial traffic signs are not available the teacher and students should make signs with cardboard, paint, magic markers, wooden dowel rods, and blocks with holes drilled to fit rods. (Practice recognizing the stop sign, railroad sign, the speed zone signs and school signs. Encourage conversation about car rides when these signs were observed. Why did the driver follow rules on the signs?)

Activity: Stop and Go Signs. Each child has two paper plates, dessert size. Paint one plate red and the other green. When plates are dry, staple together, inserting a tongue depresser as handle. Print the child's name on handle. Use signs for both independent and directed games. One sign may be placed at bathroom door to insure privacy. Signs may be used when lining up class for walks outside.

Game: Red Light-Green Light. Children stand at one side of play area. The teacher stands opposite them. When the teacher holds up a green sign, children walk toward her. When the red sign is flashed, they immediately stop.

Follow-up discussion of the game:

1. What happened when the light turned red?
2. What happened when the light turned green?

Lesson 13:

Objective: Given a walking trip to the edge of the school grounds, the child will observe and state that the white line marks the dividing line between lanes, that cars must travel on one side to prevent accidents, and that there is a system for parking and driving in front of Arnold School.

Materials: Tracing paper, crayons

Procedure: Take the children out-of-doors. Take them to the edge of the highway asking them to observe what is going on. Use the following questions:

1. On which side of the highways do the cars go?
2. Has every car going toward town been on the other side of the highway?
3. How do the drivers tell when they are on the wrong side of the road?
4. What would happen if everyone didn't know what side of the road to drive on?
5. Is there anyone who could make the drivers stay on the right-hand side of the road?

After discussing the highway, return to the school entrance driveway. Have the children observe how the cars enter, where they park, and by which path the cars leave. Use the following questions:

1. Where does you mother drive in when she brings you to school?
2. Which side of the driveway does she drive?
3. Where does she drive out when she leaves or picks you up?
4. Why doesn't she drive in the other way?
5. What would happen if she drove in the other way?
6. Why does everyone have to do it the same way?
7. Who could make your mother drive on the right side?

For additional observation, have the children observe and identify where cars are supposed to park. As a supplementary activity, use crayons and tracing paper to design a map of the school's traffic system. Conduct the activity on the floor, allowing the students to discuss and produce the map.

Lesson 14:

Objective: Given appropriate photographs, the child will classify a policeman as one who enforces community rules.

Materials: Edna Anderson, Families and Their Needs, Morristown, N. J., Silver Burdett, 1966, page 100; Frances Horowitz, Our Friend the Policeman, New York, N. Y., Holiday Press, 1958; Media Package: Fannie and George Schaftel, Words in Action, New York, N. Y., Holt, Rinehart and Winston, 1968, picture no. 18; opaque projector

Procedure: In groups of six or less, direct the children's attention to the photograph on page 100 of Families and Their Needs. Use the opaque projector to project a larger image. The following questions may be appropriate:

1. What is happening in this picture?
2. What is the man in front of the trucks doing?
3. Do truck drivers have to know the traffic rules?
4. If they know the rules, why does the policeman have to direct traffic?
5. Do you ever have to have someone make you do something?

Invite a policeman to visit the class. Have him tell the children about his uniform, badge, club and gun. Allow the students to inspect the squad car. Observe the red light, two-way radio, and siren. In the policeman's talk, the importance of having both children and adults follow the safety rules should be emphasized. The rules for children which should be included are:

1. Fasten safety belts when riding in a car.
2. Never run into the street; walk on the sidewalk if there is one.
3. Cross the street only at the corner.
4. Learn to recognize stop and go lights.
5. Play in areas away from the traffic.

Role Play: Words in Action, "Safety First", no. 18. In the photograph, a policeman is preventing children from running out into a busy street to retrieve a ball. Ask questions such as:

1. What do you think the policeman is telling the child?
2. Why is he holding out his hand?
3. Why did the cars stop?
4. Who will get the ball?

Dramatize the picture story. Choose a child to be policeman, two or three to be drivers, and one or two to be boys playing with a ball. During role play, develop the understanding that cars cannot stop quickly. Children must learn to stay off the street in order to avoid accidents.

Supplementary Activities:

1. Read Our Friend the Policeman by Frances Horowitz and discuss the need for policemen in the community.

2. Build a police station or jail with blocks.

3. Use boards and long planks for roads and bridges. Have several small cars and trucks for playing.

4. The Policeman's Uniform - Hat: Cut a 4" band of manilla cardboard. Paint or color blue. Fit to child's head. Staple ends together. Make visor with a curved piece of construction paper or simply cover round disks with gold foil. Club: Paint a 12" cardboard tube. Attach piece of yarn to end. Gloves: Use ladies white gloves (old), or trace around hands to make form of mitten on white cloth. Cut out four, and staple two together for each hand.

Evaluation Activity:

Dramatic Play - Driving

Before children go out-of-doors, mark roads with chalk or masking tape. Place traffic signs at appropriate places. Children will pretend to be drivers, pedestrians, and policeman. Drivers will have vehicles of tricycles, wagons, and other ride-on toys. The pedestrians pretend to be children going to school, mothers walking to store, or nurses pushing baby buggies. The policeman should wear hat, badge, and white gloves. His responsibilities are to help pedestrians cross streets, direct traffic with hand signals or signs, and see that drivers follow safety rules, If a driver disobeys the rules, the policeman may give him a ticket and ask him to stop driving until he can observe safety rules. The children will develop their own play activities which may include a few wrecks and verbal disagreements about right and wrong. As they play the teacher should see that everyone who wishes has an active role to perform.

Observe:

Do the children recognize the traffic signs and obey them?
Do children watch for signals from policeman when pretending to walk across street?
Are children taking turns?

Lesson 15:

Objective: Walking on sidewalks or crossing streets, the child will observe the need for safety rules and state examples of this need.

Materials: None

Procedure: Discuss the general rules for driver and pedestrian safety.

1. What are some safety rules for walking on the sidewalk?
2. What are some safety rules for going across the street?

Participation and Observation:

A safety walk: Before setting out on the walk, review the things the policeman said about safety rules. Stress walking on the sidewalk, crossing streets only at the corner and obeying the traffic lights. Ask a few parents to participate in activity. (If possible have an adult for every four children.) During the walk near school, observe the safety patrol or policeman helping children to cross the streets; observe how the drivers slow down at corners and watch for other cars or for people walking. If a traffic signal is near, observe it changing colors. Back in the school yard, note the older children playing. Is the playground away from the road? Is there a fence barrier so balls will not roll out onto the street?

Lesson 16:

Objective: Listening to a story, the child will observe and state that frequently the individual must conform to group rules.

Materials: Esphyr Slobodina, Caps for Sale, New York, N. Y., W. R. Scott, 1947

Procedure: Read Caps for Sale to the class. The following questions may be used to foster discussion about group behavior.

1. If one child is noisy or disrupts the story, will others be unhappy with him?
2. Will the other children ask him to be a courteous listener?
3. If he doesn't behave well, what will happen? (Lead discussion to fact that he may be asked to leave the group until ready to conform to the social rules of group.)

Lesson 17:

Objective: Through active participation, the child will observe and state that a game proves pleasureful when directions and rules are followed.

Materials: Edna Anderson, Communities and Their Needs, Morristown, N. J., Silver Burdett, 1966, pages 156-157; opaque projector

Procedure: In groups of six or less, direct the children's attention to the picture on pages 156-157 of Communities and Their Needs. Use the opaque projector to enlarge the photograph. The following questions may be appropriate:

1. What are the boys and girls doing?
2. Are they having fun?
3. If someone didn't play by the rules (point out a boy) how could he be made to do so?

Elicit responses which indicate that in order to produce conformity, the group could refuse to let him play.

Invite children to participate in games which require following simple rules:

Mulberry Bush
Farmer in the Dell
One for the Money
Squirrels in Trees
Still Water
Looby Loo

Do children agree that they have fun when directions are followed as they play a game?

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